



# Campsbourne Science Curriculum Long Term Plan 2022



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Ongoing units taught throughout the year	Seasonal change: including which plants and animals are in our local area during the different seasons <i>Jim Canthore</i>					
	Termly units	Seasonal changes – introduction to seasons  <i>Jim Canthore</i>	Animals, including humans (parts of the human body statement)  <i>Charles Henry Turner</i>	Animals, including humans (animal statements)  <i>Charles Henry Turner</i>	Everyday materials  <i>Chester Greenwood</i>	Plants <i>aria Sibylla Merian (German artist, scientific illustrator, and naturalist)</i> Seasonal changes (conclusion based on observations) <i>Jim Canthore</i>	
Year 2	Ongoing units taught throughout the year	Plants (growing seeds and bulbs outside) <i>Poppy Okotcha</i>					
	Termly units	Plants (planning for growing seeds and bulbs outside)  <i>Poppy Okotcha</i>	Animals, including humans (basic needs and keeping healthy statements) <i>Daniella Dos Santos</i> Animals, including humans (offspring statement) <i>Daniella Dos Santos</i>	Uses of everyday materials (properties and uses of materials statement)  <i>Dr Pearl Agyakwa</i>	Living things and their habitats  <i>Prem Singh Gill</i>	Living things and their habitats <i>Prem Singh Gill</i> Plants (conclusion based on observations throughout the year) <i>Poppy Okotcha</i>	



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Year 3	Ongoing units taught throughout the year	Plants (gathering evidence of life cycles) <i>George Washington</i>					
	Termly units	Plants (parts and their functions and investigating growth statements) <i>George Washington</i>	Animals, including humans <i>Marie Curie</i>	Forces and magnets <i>William Gilbert</i>		Rocks <i>James Hutton</i>	Light <i>Percy Shaw</i>  Plants (life cycles statement) <i>George Washington</i>
Year 4	Ongoing units taught throughout the year	Living things and their habitats (Recognising ways our local environment changes, e.g.: human impact/seasonal/human and how this affects living things) <i>Jacques Cousteau</i> Conclusion: Positive/negative impact humans have on environment – litter, migration, number of birds by pond					
	Termly units	Living things and their habitats <i>Jacques Cousteau</i>	Electricity <i>Lewis Howard</i>	States of matter <i>Andres Celsius</i>		Sound <i>Aristotle</i>	Animals, including humans <i>Washington &amp; Lucius Sheffield</i>  Living things and their habitats (Conclusion based on observations throughout the year) <i>Jacques Cousteau</i>



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<b>Year 5</b>	Properties and changes of materials (properties of materials statements) <i>Andre Geim &amp; Konstantin Novoselov</i>		Forces <i>Brahmagupta</i>	Earth and Space <i>Caroline Herschel</i>	Living things and their habitats (life cycle and reproduction of animals statements) <i>David Attenborough</i>	Animals, including humans <i>Virginia Apgar</i>
<b>Year 6</b>	Living things and their habitats <i>Hu Xiansu</i>	Electricity <i>Nikola Tesla</i>	Animals, including humans <i>James Miranda Steuart</i>	Evolution and inheritance <i>Telma Laurentino</i>		Light <i>Ibn al-Haytham</i>